

Current Situation and Countermeasures of Intangible Cultural Heritage Talent Cultivation in Colleges and Universities

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Abstract: The protection and inheritance of intangible cultural heritage is not only the responsibility of the government and the cultural sector, but also based on the "living culture" level to unite the strength of the whole society to protect intangible cultural heritage in all aspects, and carry out effective inheritance and development. Vocational education is an important base for the inheritance and development of non-heritage, which can train excellent talents for non-heritage inheritance in a standardised, scientific and sustainable way. As the top layer of vocational education, higher vocational colleges and universities should give full play to their unique advantages in the process of cultural inheritance of non-heritage and cultivation of inheritance talents, and continuously expand the field of integration with the local non-heritage industry, so as to fundamentally solve the problem of shortage of talents for the inheritance of non-heritages and difficulty in cultivation. The article introduces the current situation of the cultivation of intangible cultural heritage inheritance talents in higher vocational colleges and universities, analyses the existing problems, and puts forward the countermeasures for the cultivation of intangible cultural heritage inheritance talents.

Keywords: Vocational education; Intangible cultural heritage; Inheritance talents; Eultivation; Problems and countermeasures.

1. Introduction

Since the 18th National Congress, General Secretary Xi Jinping has repeatedly emphasised the importance of a strong culture, and put forward a series of ideas on the construction of a strong culture with historical and practical significance around the strategy of a strong culture, including the promotion of excellent traditional culture, the cultivation of core values, and the enhancement of the country's soft power, and so on. In order to realise the grand blueprint of the great rejuvenation of the Chinese nation, we should firmly establish the "four self-confidence", enhance national self-confidence and pride, and consciously carry forward the excellent traditional Chinese culture. Traditional culture is an important component of national culture, fully embodies the cultural soft power. In China's traditional cultural treasury, intangible cultural heritage is the most brilliant treasure, is a reflection of the spirit of the Chinese nation, but also a living specimen of the Chinese nation's 5,000 years of civilisation. Protection and inheritance of intangible cultural heritage is an important part of China's cultural construction, is our unshirkable responsibility. However, at present, the inheritors of intangible cultural heritage are all on the high side of age, and the use of the past mode of inheritance of master and apprentice to inherit and develop traditional intangible cultural heritage is facing the serious problem of an extreme shortage of inheritors. The Law of the People's Republic of China on Intangible Cultural Heritage was promulgated in 2011, and this regulation elevates the protection of traditional living culture to the national and legal level. However, it is not perfect enough at the level of specific inheritance methods and protection scope. The protection and inheritance of intangible cultural heritage requires sufficient and excellent human resources as the premise and foundation. Higher vocational colleges and universities, as an important base for talent cultivation, should not only convey highly skilled and

applied talents for the local economic construction and the high-quality development of the country, but also actively undertake the important task of cultivating talents for the inheritance of intangible cultural heritage.

2. The Current Situation of Cultivating Intangible Cultural Heritage Inheritance Talents in Higher Vocational Colleges and Universities

2.1. Characteristics of the cultivation of intangible heritage inheritance talents

Firstly, the requirement for skills is extremely high. Especially for the inheritance of traditional skills, it is necessary for the inheritors to have high skills and arts. The most significant feature of NGT is that the inheritors must be directly involved in practice and experience. Secondly, the learning cycle is long. Regardless of the form of intangible cultural heritage, the requirements for traditional skills are very high, and any good skills and arts can only be acquired after a long period of learning and refining, so in addition to the systematic learning of vocational education, a long period of specialised intangible cultural heritage personnel training is also required. Thirdly, the cost of learning is relatively high. Since traditional crafts or arts, are extremely complex and need to be repeatedly learnt and honed, and the practice of the skills needs to hire relevant skill transmitters, the cultivation of non-heritage bearers in higher vocational colleges and universities requires extremely high costs [1].

2.2. Advantages of higher vocational colleges and universities in the cultivation of non-genetic inheritors

2.2.1. Advantages in academic research

Throughout the current trend of talent cultivation in higher

vocational colleges and universities, most of them have gathered many academic research talents, especially in the field of practical research academic gradient is very high, laying a foundation for the relevant theoretical research. At the same time, higher vocational colleges and universities can make full use of the national and regional characteristics of the protection and inheritance of non-heritage culture, improve the relevant theoretical research system, give full play to the unique advantages of higher vocational theoretical research, and build a platform for educating people. Therefore, higher vocational colleges and universities have an environment suitable for the growth of high-skilled talents and a foundation for the cultivation of non-genetic inheritance talents. Focusing on the specific requirements for the cultivation of non-genetic inheritance talents, higher vocational colleges and universities can carry out diversified co-operation, including co-operation with non-heritage industrial bases, cultural enterprises, etc., with special emphasis on co-operation in the exploration of talent co-education mode. It can also combine the characteristics of local non-heritage, invite cultural enterprises, industry experts, non-heritage bearers and other parties to carry out the setting of non-heritage majors, formulate a reasonable cultivation programme for non-heritage bearers and design the non-heritage curriculum system.

2.2.2. 2.2.2 Advantages in resource environment

Higher vocational colleges and universities not only have all kinds of professional talents, but also have unique cultural resource advantages, such as professional training bases, local museums, masters' studios, libraries, etc., which have built a stable development platform for the protection and inheritance of non-heritage and the cultivation of non-heritage talents. While making full use of the cultural resources that the museums and libraries themselves have, it is also necessary to collect and store the regional non-heritage resources and achievements, so that teachers and students of higher vocational institutions can have more opportunities to learn the non-heritage culture and feel the knowledge of non-heritage, and lay a resource foundation for the development of non-heritage talents. The existing integrated teaching mode of production, learning and research in higher vocational colleges and universities can provide a good environment for the cultivation of non-genetic inheritance talents both inside and outside the school through in-depth cooperation between schools and enterprises and the construction of on- and off-campus training bases in the ever-expanding practice of the integration of production, learning and research, so that the advantages of the resources will be transformed into the kinetic energy for the growth of non-genetic inheritance talents.

2.2.3. Advantages in protection and inheritance

In the all-round inheritance and innovation of non-heritage, the policy environment is certainly important, but it is more necessary to protect and inherit talents. Throughout the situation of non-heritage education, the protection and inheritance of non-heritage culture mainly relies on the mode of master with apprentice, and the advantages of higher vocational colleges and universities in the protection of non-heritage inheritance are obvious, especially the creation of a nurturing environment of standardised education management, systematic professional construction and modernisation of vocational education, and the exploration of modern apprenticeship mode, so that more young students can experience from the initial cognition of non-heritage

culture to the nearness of non-heritage culture, and then experience the non-heritage culture, and finally become practitioners of the integration of non-heritage traditional culture and modern civilisation. In the process of non-heritage into campus, it will be due to the limitations of technology, facilities and environment, the number of non-genetic inheritance bearers cultivation is small and the effect is poor, while higher vocational colleges and universities have advanced technology, teachers and management conditions, which can completely become an important base for the cultivation of non-genetic inheritance talents [2].

3. Problems in the Cultivation of Intangible Cultural Heritage Inheritors in Higher Vocational Colleges and Universities

3.1. Insufficient awareness of the cultivation of non-genetic bearers

Although the state attaches great importance to the cultivation and inheritance of non-genetic inheritors, but in fact, the cultivation of non-genetic inheritors, more just stay in the level of non-heritage artists, presenting a small range of development trend, the educational level has not been given enough attention, there are a considerable number of higher vocational colleges and universities involved in the cultivation of non-heritage talents to a limited extent, not to play their own teachers, technology, resources, academic research advantages. For example, the inheritors of Guangdong's lion dance are facing a fault line, and most young people feel that it is outdated to pass on the skill. Vocational colleges and universities have not included non-heritage in their curricula, and many of them only carry out part of the lion dance sport in their student clubs. There are also some non-genetic inheritance departments, focusing on declaration, light protection, heavy number light inheritance, and more lack of non-heritage into the campus to promote awareness.

3.2. Lack of a general environment for the development of non-genetic inheritors

In the context of economic globalisation, marketisation and industrialisation, people's values, life concepts, lifestyles are undergoing great changes, the Internet, modern information technology in the control of people's cultural life and hobbies and habits, traditional national culture, especially non-heritage skills, it is difficult to become a popular cultural taste, the survival of the situation is very embarrassing, the development of the original non-heritage is a difficult task. The original ecological environment on which the non-heritage survives is gradually dying out. This has brought adverse effects on the general environment for the training of non-heritage talents in higher vocational colleges and universities.

3.3. Cultivation of non-heritage bearers is out of gear

From the perspective of the current group of non-genetic heritage bearers, most of them are old artists, the way of passing down non-heritage skills is mainly based on the traditional oral tradition, which is difficult to arouse the interest of young people in the digital age to pass down the heritage, and also not in line with the needs of the modern

cultural inheritance, and non-heritage skills as a craft to make a living is often difficult to walk. For example, Yangzhou lacquer art used to be a model of Yangzhou's non-heritage culture, but under the modern trend of commercialisation, very few young people are willing to learn this skill, plus it takes ten years or even longer to learn it, so many young people simply do not want to join the industry. For the training of talents in higher vocational colleges and universities, more people focus on modern skills learning, and very few students are willing to learn traditional skills that have no development prospects [3].

4. Countermeasures for the Cultivation of Intangible Cultural Heritage Inheritance Talents in Higher Vocational Colleges and Universities

4.1. Strengthen the construction of non-heritage cultural research base in higher vocational colleges and universities

In view of the current dilemma of the cultivation of intangible heritage talents, higher vocational colleges and universities should take the initiative, actively cooperate closely with local intangible heritage projects, set up intangible heritage research bases, declare the traditional skills masters' studios, make effective use of higher vocational colleges and universities' many advantages such as technology, facilities, teachers and other advantages, introduce theoretical research into a wider field, diversify intangible heritage cultivation projects, and promote the institution's researchers and the intangible heritage cultivators to have a good Co-operation. For example, a vocational college in Guangdong has set up a workshop of non-heritage skills, and a non-heritage base such as the "Lingnan Culture" Research Institute of a higher vocational college in Foshan has introduced the Foshan paper-cutting skills non-heritage workshop project in higher vocational colleges and universities, and has carried out the cultivation of non-heritage inheritors from the introduction of paper-cutting skills into the campus, the exchange of experience among the heirs of the paper-cutting skills, the exchange of the paper-cutting projects, and other activities. Multi-directional expansion of channels to achieve the goal that the training of talents in higher vocational education is closely aligned with the needs of non-hereditary talents.

4.2. Increase policy and financial support

Relevant government departments should fully recognise the irreplaceable role of vocational education in the cultivation of non-heritage talents. Policies and financial support must be provided in many aspects such as non-heritage professional construction, teacher construction, high-quality course construction, teaching resource base construction, practical training base construction, teaching reform, etc., so as to inject living water into the cultivation of non-genetic inheritance talents in higher vocational colleges and universities. Although the state introduced for vocational colleges and universities and other tuition fee waiver related policies, but the higher tuition fees for higher vocational education, or let some aspiring to choose the non-heritage related professional students are discouraged. In response to this problem, an art vocational college in Guangdong has taken measures that are worth learning from. The intangible

cultural heritage training centre of this institution will be exempted from the students' tuition fees, accommodation fees, etc., and also make up the appropriate monthly living allowances, which really solves the worries of the students of the profession, and the students can feel at ease with their professional learning [4].

4.3. Introduction of non-genetic inheritance teaching mode

In the process of cultivating non-genetic inheritance talents in higher vocational, the improvement of the curriculum system is the most important link. Although the education department has not yet set up the non-heritage disciplines in vocational colleges and universities, as a professional programme under exploration, higher vocational colleges and universities can completely combine the specific requirements of non-heritage projects, and actively integrate the teaching content. At the same time, the cultivation course of non-heritage bearers in higher vocational colleges and universities needs to hire representative inheritors of non-heritage projects to give special classroom lectures. Specifically, the formation of an expert group of non-genetic heritage projects can be carried out, and the establishment of non-genetic heritage cultivation topics, inviting relevant experts and non-genetic heritage artists to undertake important teaching tasks, and demonstrating and guiding the non-genetic heritage projects on the spot. For example, in the course practice of Guangdong shadow theatre, shadow artists are invited to show the production process of shadow theatre, teach relevant theoretical knowledge and carry out practical operations, so that students can really participate in the production of traditional folk crafts and touch the spiritual underpinnings of traditional culture, and carry forward and develop the NHB cultural skills.

4.4. Regularly carry out non-heritage characteristic activities

In the process of cultivating non-heritage talents, higher vocational colleges and universities should not only offer professional courses on non-heritage to fundamentally solve the problem of non-heritage protection and inheritance of no one, but also carry out characteristic activities, including pilot teaching for the profession, to reflect the characteristics of vocational teaching under the mechanism of the segmentation of the vocational education talent market. Non-heritage culture has a distinctive living fluidity, and the main body of inheritance is the inheritor. Therefore, in the process of training the inheritors, special attention must be paid to the dynamic display and practical activities, so as to continuously optimise the inheritance mode of living culture. For example, a special non-heritage protection and inheritance group can be formed to carry out various practical activities under the guidance of teachers. In addition, the characteristics of non-heritage cultural elements can be incorporated into the cultural construction of institutions. For example, in the annual regional college student art festival, carry out the popularisation of non-heritage culture, non-genetic inheritance knowledge lectures, non-heritage skills demonstration, etc., in the various student activities permeate the non-heritage culture, for the cultivation of non-genetic inheritance talents to create a good environment.

4.5. Create a talent cultivation brand of school-enterprise cooperation

Higher vocational colleges and universities in the school-enterprise co-operation in the construction of the nurturing model, according to the actual needs of non-heritage talents training, to develop a wider range of inheritance pathways, joint construction of non-heritage training base, to create a unique brand of non-heritage talents training. It is necessary to start from the five aspects of "cultivating talents, inheriting skills, researching traditional culture, research and development, innovation, dissemination and promotion", and to explore a more scientific and reasonable new path for the cultivation of non-heritage talents. For example, in the training and teaching of Cantonese embroidery talents in Guangzhou, the concept of modern apprenticeship system is deeply understood to attract Cantonese embroidery inheritors to higher vocational colleges and universities, and turn them into stable human resources of the colleges and universities. In conjunction with an embroidery factory in Guangdong Province, a cultural research laboratory and a practical embroidery workshop of Cantonese embroidery techniques are jointly constructed, and students of higher vocational colleges and universities are sent to the embroidery factory for practice, so that they can more comprehensively master the knowledge and skills of traditional Cantonese embroidery production, and so that the quality of the cultivation of non-heritage talents can be guaranteed. Higher vocational colleges and universities not only need to carry out in-depth research on the cultivation of non-heritage talents, but also need to strengthen the students' craftsmanship, refine their down-to-earth character, and enhance the brand effect of the cultivation of non-heritage talents with the professional spirit of meticulous carving and striving for excellence.

4.6. Carry out the promotion of the effectiveness of the cultivation of non-heritage talents

Looking at the practice of higher vocational colleges and universities in the cultivation of non-heritage talents, higher vocational colleges and universities must, according to their own regional characteristics, improve the content of the project curriculum in a targeted manner, invite famous non-heritage teachers to jointly create non-heritage workshops, carry out the preparation of special non-heritage teaching materials and summarise the cultivation experience. At the same time, it is necessary to make full use of the great advantages of the Internet and data technology to build a database for the protection and inheritance of skills under the cooperation between teachers of higher vocational colleges and non-heritage masters. For example, the construction of non-heritage cultural education projects such as the Guangzhou wood carving crafts elite courses and micro-courses will provide multi-channel, reliable and high-quality non-heritage promotion resources, and bring out the

distinctive brand of the cultivation of non-heritage inheritors in higher vocational colleges and universities. Admittedly, in the promotion of the practical achievements of the cultivation of non-hereditary bearers, it is necessary to unite all sectors of society and conduct all-round publicity and promotion through traditional media and modern new media media, so as to make more and more people recognise the work of non-hereditary heritage protection and inheritance, and to fully mobilise all sectors of the society to understand the significance of the cultivation of non-hereditary bearers [5].

5. Conclusion

Non-heritage has been popularised and inherited in colleges and vocational schools, and "non-heritage on campus" has achieved satisfactory milestones. However, how to ensure the sustainability and efficiency of the training of non-heritage talents is an important issue in the current non-heritage inheritance. As the cradle of vocational talents, higher vocational colleges and universities are obliged to participate in the protection and inheritance of intangible cultural heritage, and take up the important responsibility of rescuing and developing national culture. Effective cooperation between higher vocational colleges and intangible cultural heritage inheritor talent programmes provides talent resource guarantee for intangible heritage inheritance work. Of course, in the process of cultivating intangible heritage bearers, it is also necessary to gather more subjects to participate in the process, collect the strength of all people to protect and inherit the intangible cultural heritage, and form a stable long-term cultivation mechanism, so that the intangible cultural heritage can be inherited from generation to generation.

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